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ABSTRACT

The 1992 Washington State Legislature gave the State Board of Education (SBE), in conjunction with the Governor's Council on Education Reform and Funding (GCERF), responsibility for completing a review of certification policies to develop an outcome-based certification system for teachers. To accomplish this task, the SBE/GCERF Professional Development Group was established. The group developed a "continuum of types of certification" as a conceptual framework; and identified the major issues that would be addressed. The Professional Education Advisory Committee, established by the SBE, developed recommendations that address policies in three areas: (1) establishment of new certification categories; (2) revision of assignment and endorsement policies; and (3) establishment of a committee to review administrator certification. The recommendations represent significant shifts in existing policies; therefore, these changes will be phased in over several years. Appendixes provide the text of Chapter 141 Laws of 1992 (SSB 5953), the meeting notes of the State Board of Education Governor's Council on Education Reform and Funding--Professional Development Group, and the membership list of the Professional Education Advisory Committee. (LL)

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ED 373 031

REPORT TO THE LEGISLATURE ON OPTIONS ON IMPROVING THE CERTIFICATION SYSTEM

Section 104, Chapter 141, Laws of 1992, Partial Veto

(Substitute Senate Bill 5953)

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DECEMBER 1992

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December 1992

TO: Members of the Washington State Legislature

FROM: Kathleen Anderson, President
Judith A. Billings, Chief Executive Officer

RE: Options on Improving the Certification System for Teachers and Administrators

Per the requirements of Chapter 141, Laws of 1992 (SSB 5953), enclosed please find a copy of the report, Options on Improving the Certification System, prepared by the State Board of Education in conjunction with the Governor's Council on Education Reform and Funding.

We will continue to work with your staff as they review the report and will address any questions you may have.

For additional copies of this report or further information, please contact:

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OPTIONS ON IMPROVING THE CERTIFICATION SYSTEM

EXECUTIVE SUMMARY

The 1992 Washington State Legislature gave the State Board of Education (SBE), in conjunction with the Governor's Council on Education Reform and Funding (GCERF), the responsibility for completing a review of certification policies.

The report in response to legislative direction

This report represents the response to this direction, the process used to arrive at conclusions; identifies findings; and makes recommendations for action.

The report is in the form of an executive summary. Copies of Appendices A (Chapter 141, Laws of 1992); B, State Board of Education and Governor's Council on Education Reform and Funding—Professional Development Group meeting minutes; and C, Professional Education Advisory Committee membership list, are available on request.

Purpose of the requested review

The purpose of the review was to develop an outcome-based certification system for teachers.

To accomplish this task, the State Board of Education established the SBE/GCERF Professional Development Group, which included the following members:

Kathleen Anderson, President, State Board of Education, Chair
Judith Billings, State Superintendent of Public Instruction and SBE/GCERF
Sally Narodick, GCERF
Carla Nuxoll, President, Washington Education Association and GCERF
Harry Petersen, State Board of Education
Senator Nita Rinehart, GCERF
Mary Schwerdtfeger, State Board of Education

The Committee held its first meeting on August 24, 1992; developed a "continuum of types of certification" as a conceptual framework; identified the major issues that would be addressed; and asked that the Professional Education Advisory Committee develop recommendations.

The Professional Education Advisory Committee (PEAC) which was established by the SBE, is a standing committee consisting of representatives from professional, business and governance organizations. The committee's duties are to review and make recommendations on issues related to professional education and certification.

PEAC established an eight person subcommittee to work on the review of the certification process. The subcommittee held a two-day meeting at which it drafted recommendations that were submitted to PEAC at its October 28, 1992, meeting. PEAC then revised the recommendations and submitted them to the Professional Development Group, which in

turn revised the recommendations and submitted them to the State Board of Education for its consideration at its November 1992 meeting. The Board formally adopted the recommendations submitted (see pp. 3-7 of this summary).

OVERVIEW

The following recommendations reflect the Board's present emphasis on developing outcome-based standards for the approval of professional education programs, as well GCERF's commitment to a performance-based education system.

The recommendations address policies in three areas:

1. Establishing new certification categories;
2. Revising the assignment and endorsement policies; and
3. Establishing a committee to review administrator certification.

Establishing new certification categories

This proposed system establishes a required residency period for all new teachers. The teacher with a Residency Certificate will be able to obtain a Professional Certificate only upon verification from an employing school district where the teacher has demonstrated, on-the-job, the required knowledges and skills.

While the Professional Certificate would be renewable throughout a teacher's career, an additional optional certificate, the Professional Career Certificate, is also proposed. This certificate would be issued to teachers who have demonstrated high levels of competence.

Establishing a Washington advisory board for professional teaching standards

To facilitate the implementation of the above recommendations, it is proposed that the SBE establish a Washington Advisory Board for Professional Teaching Standards (WABPTS).

A majority of the WABPTS's members would be practicing teachers. The WABPTS would be responsible for making recommendations to the SBE on issues related to professional education and certification, with specific responsibility for recommendations related to the standards that would be developed for:

a. Successfully completing the residency;

b. Renewing the Professional Certificate; and

c. Obtaining the Professional Career Certificate.

Revising assignment and endorsement policies

The SBE/GCERF committee recognized the need to revise existing endorsement and assignment policies as well as develop waiver and appeal procedures to assist schools in establishing performance-based instructional programs.

In addition to the deregulation of many existing policies, it is proposed that the SBE also establish waiver and appeal procedures to allow colleges, universities, and individuals to request exceptions from existing rules and regulations in special circumstances.

Establishing a School Building Administrator Certification Review Committee

Site-based management and performance-based philosophies are making significant changes in the roles of school building administrators. Therefore, it is recommended that a committee be established to review, revise, or develop a new system for school administrator certification.

Issues

A number of administrative and policy issues will need to be addressed by the SBE in establishing these policies. In the following pages, recommendations, major issues which will require future SBE deliberation and public hearings, and timelines for implementation are presented.

RECOMMENDATION ONE CERTIFICATION

Vision

GCERF has developed the following mission statement in conjunction with its recommended student learning goals:

> "The mission of Washington's K-12 education system is to enable students to be responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, schools, together with parents and communities, will ensure that all students develop the knowledge, skills and attributes essential to function effectively and lead successful lives."

An important component in accomplishing this mission is a professional, well-qualified teaching staff.

Individual certification decisions will be based on the demonstration of required knowledges and skills that will be assessed for preservice candidates at the state level.

During a period of transition to statewide assessment, candidates will need to continue to complete approved programs. When the system to certify candidates through individual assessment is in place, the SBE will determine "if" and "on what basis" programs of preparation will continue to be approved.

School districts that are assuming greater responsibility for creating successful learning environments for all children are also taking on greater responsibilities for selecting, assigning, assisting, and evaluating their instructional staff. Existing rules make it difficult for school districts to meet these challenges. The SBE must provide waivers to school districts and, whenever possible, eliminate restrictive rules and regulations.

In addition, the existing standards regulating the approval of programs at the colleges and universities must be revised to create opportunities for the development of new models of preparation that will be needed by teachers for tomorrow's schools.

Three levels of certificates would be established

I. The Residency Certificate

Valid for the initial years of service,

Assistance would be provided during the first year of teaching,

Movement to the next level of certification would be based on verification by the employing school district that the teacher had demonstrated the required performances established by the State for the completion of the residency.

Issues

1. How long should the residency be: one, two, or three years?
2. What impact will the Residency Certificate have on the newly established two-year probationary period?
3. What impact will the proposed revisions in the evaluation laws and the emerging movement to site-based management have on the Residency Certificate?
4. How long should a candidate be given the opportunity to obtain employment before the Resident Certificate would lapse and/or need to be renewed?
5. Should a person who is not successful in the residency be given an additional opportunity to complete the residency in another school district?

6. What will be the fiscal impact on private schools if school districts are required to provide a mentor to assist the teacher with a Residency Certificate?

7. What provisions will be made for teachers who are only able to find employment as substitute teachers?

II. The Professional Certificate (Five Years)

Renewable

Includes a required Professional Development Plan

Issues

Decisions need to be made clarifying:

1. What will be the relationship between the Professional Development Plan and the existing Professional Growth option newly established in the evaluation rules for all school districts?

2. Should college credits or continuing clock hours or some combination of both be required to renew the Professional Certificate?

3. How would the renewal requirements be met in a performance-based education system?

III. The Professional Career Certificate (Optional)

Limited to teachers who have demonstrated excellence.

Teachers will be able to qualify for the Professional Career Certificate in several ways, including but not limited to:

1. Certification by the National Board for Professional Teaching Standards;

2. A combination of advanced degrees and successful experience;

3. Meeting performance-based standards established by the Washington Advisory Board for Professional Teaching Standards.

Issues

Should teachers with Professional Career certificates have the certification requirement of 150 clock hours of study every five years waived?

Timelines

While these recommendations have been aligned with the concepts developed by GCERF (as of December 1, 1992), the final GCERF recommendations will be presented to the 1993 Legislature for their consideration. If legislation is passed implementing the GCERF recommendations, the SBE will initiate the rule making and review procedures needed to implement these recommendations. This process will give educators and the lay public opportunities for review and comment. Prior to adoption by the SBE, public hearings will be held. The rules would be adopted during 1994 with full implementation during the 1995-96 school year.

RECOMMENDATION TWO ENDORSEMENTS AND ASSIGNMENTS

Assumptions

The establishment of the endorsement and assignment polices by the SBE in 1987 has improved the placement of qualified teachers in Washington classrooms. Nonetheless, the policies established at that time do need review and revision.

School district curricula and instructional practices are evolving in ways that appear to bring them into conflict with the existing endorsement and assignment policies. The state needs to be more flexible in establishing ways for candidates to demonstrate their knowledges and skills.

Recommendations

I. **The existing procedures for obtaining and adding endorsements be continued.**

II. **A task force on endorsements be established to identify:**

1. Existing endorsements that need revisions in the essential areas of study;
2. New endorsements that should be added; and/or
3. Existing endorsements that should be eliminated.
4. The relationship between the movement to integrate the curriculum in the public schools and the state's endorsement and assignment policies.

III. **Additional ways to add endorsements should be established including:**

1. Using subject area examinations, such as the National Teachers Examination (NTE);
2. Recognizing out-of-state endorsements; and
3. Recognizing previous teaching experience in the endorsement area.

School districts should be allowed to assign persons out-of-endorsement for one year without seeking SBE approval under the conditions described below.

Beginning teachers would not be assigned to an out-of-endorsement area during the residency period. This policy tightens existing rules that allow first-year teachers to be assigned out of their endorsement areas in special circumstances. Since the beginning teacher would also be serving under the Residency Certificate, he/she should under no circumstances be assigned out of his/her endorsement area.

A designated representative of the district and the classroom teacher so assigned will mutually develop a written plan which would provide necessary assistance to the teacher so assigned, and which provides for a reasonable amount of planning and study time associated specifically with the out-of-endorsement assignment.

Teachers, so assigned, would not be subject to annual summative evaluation requirements in any out-of-endorsement assignments. Participation in the professional-growth option would be encouraged.

In addition, the SBE would develop waiver and/or appeal procedures to allow consideration of an exception to an existing rule or regulation.

RECOMMENDATION THREE ADMINISTRATOR CERTIFICATION

The State Board of Education would establish a committee to examine certification requirements for school building administrators.

Timeline (for recommendations two and three)

The SBE would establish the committees to review Endorsement and Assignments and for school building Administrator Certification by the March 1993 SBE meeting. Each group would be charged with making recommendations to the SBE no later than November 1993. Rule development, review and adoption will be completed no later than May 1994.

In closing

The State Board of Education recognizes that these recommendations represent significant shifts in existing policies and that these changes will and must be phased in over several years. The SBE will work with the Legislature as it addresses these important issues related to professional education and certification.

APPENDIX A

CHAPTER 141, LAWS OF 1992
(SSB 5953)

CHAPTER 141 LAWS OF 1992
(SSB 5953)

STATE BOARD OF EDUCATION, IN CONJUNCTION WITH THE *GOVERNOR'S COUNCIL ON EDUCATION REFORM AND FUNDING* SHALL *STUDY* THE CURRENT *REQUIREMENTS* FOR THE *CERTIFICATION* OF *TEACHERS* AND *ADMINISTRATORS*, AND SHALL PREPARE A *REPORT* TO THE LEGISLATURE THAT INCLUDES *OPTIONS* FOR *IMPROVING* THE *CURRENT CERTIFICATION SYSTEM.*

THE REPORT, AT A *MINIMUM*, SHALL ANALYZE *POSTINITIAL CERTIFICATION REQUIREMENTS*, INCLUDING THE *CONTINUING EDUCATION*, *ENDORSEMENT*, AND THE *FIFTH-YEAR* REQUIREMENTS, AND SHALL *ANALYZE* THE *MERITS OF* REQUIRING TEACHERS AND ADMINISTRATORS TO DEVELOP *PERSONAL EDUCATION PLANS* AFTER THEY HAVE OBTAINED THEIR INITIAL CERTIFICATES. THE REPORT SHALL BE *SUBMITTED* TO THE APPROPRIATE COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND SENATE BY *DECEMBER 1, 1992.*

APPENDIX B

STATE BOARD OF EDUCATION
GOVERNOR'S COUNCIL ON EDUCATION REFORM AND FUNDING

PROFESSIONAL DEVELOPMENT GROUP

AUGUST 25, 1992 MEETING NOTES

STATE BOARD OF EDUCATION
GOVERNOR'S COUNCIL ON EDUCATION REFORM AND FUNDING

PROFESSIONAL DEVELOPMENT GROUP

AUGUST 25, 1992 MEETING NOTES

GROUP MEMBERS PRESENT:	Kathleen Anderson, SBE Sally Narodick, GCERF Carla Nuxoll, GCERF Harry Petersen, SBE Kathleen Plato for Judith Billings, SPI Nita Rinehart, GCERF Mary Schwerdtfeger, SBE
OTHERS PRESENT:	Ted Andrews, SPI staff Carolyn Busch, OFM and GCERF staff Robert Butts, House of Rep. staff Cynthia Flynn, COP staff Leslie Goldstein, Senate staff Elaine Jones, HECB staff Steve Nielsen, GCERF staff Monica Schmidt, SBE staff

The meeting, chaired by Kathleen Anderson, began with introductions at 1:45 p.m.

Historical Overview

The Professional Development Group was formed to address the mandates of SSB 5953, Chapter 141, Laws of 1992. The legislation requires the State Board of Education, in conjunction with the Governor's Council on Education Reform and Funding, to study the current requirements for the certification of teachers and administrators, and prepare a report to the legislature that includes options for improving the current certification system by December 1, 1992.

A technical assistance group will assist the Professional Development Group with the scheduling of meetings, formulation of agendas and preparation of supporting materials. Ted Andrews, Carolyn Busch, Judy Hartmann (representing WEA), Steve Nielsen, Kathleen Plato, and Monica Schmidt will be the members of this group.

Authorizing Legislation

The specific requirements of SSB 5953 were reviewed and discussed to determine, at a minimum, what should be included in the legislative report.

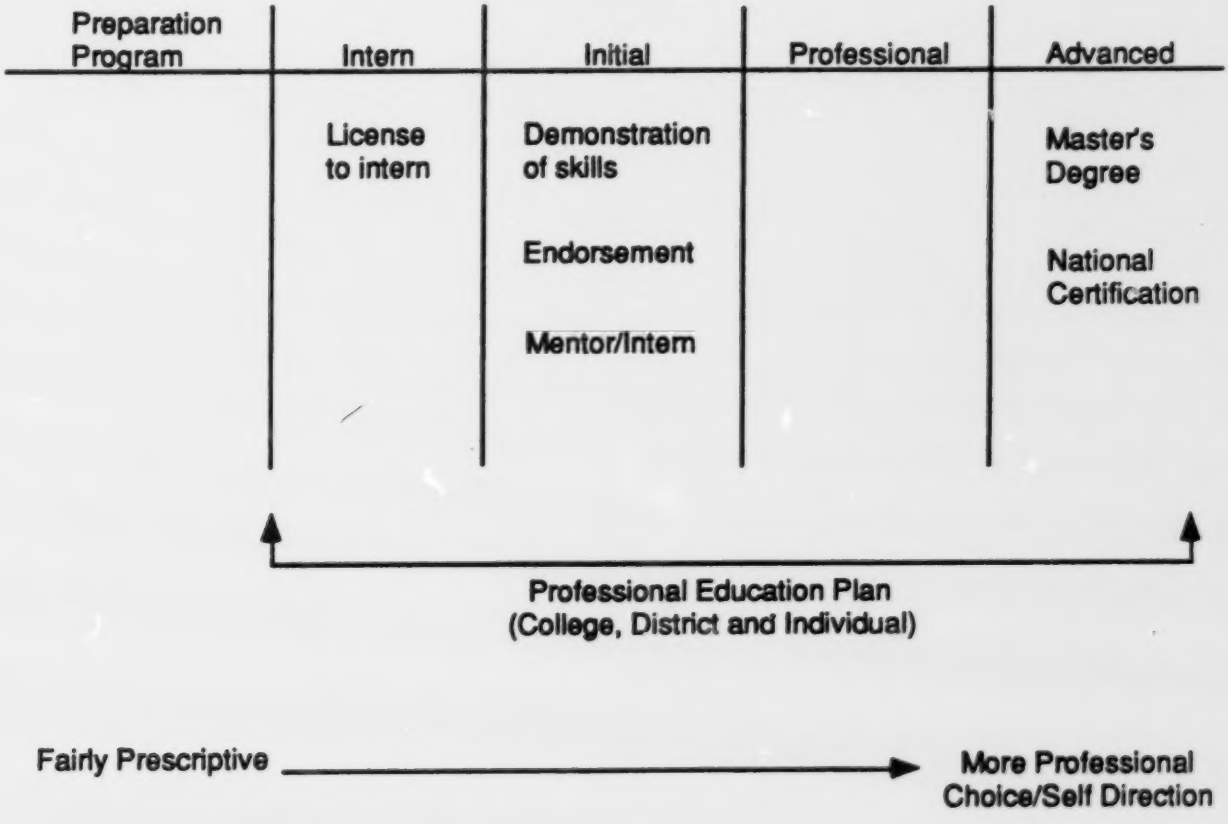
Process for Development, Review and Selection of Final Recommendations

The group members and staff engaged in a lengthy open exchange of ideas, thoughts and suggestions to help identify what professional certification and preparation components should be addressed in the report.

The question that surfaced out of the discussion was: "What, if any, unique contribution can this group make to the debate for discussion about what we can do to improve teacher preparation and certification?"

The group identified their task as addressing the types of certification identified on the continuum below.

CONTINUUM OF TYPES OF CERTIFICATION



Action

It was decided that this diagram be forwarded to the Professional Education Advisory Committee (PEAC) subcommittee for review with the following directives for development of recommendations to be submitted to the Professional Education Group at its next meeting.

The topics to be addressed:

- The continuum of types of certification identified above.
- Coordination of the professional education plan component with the types of certification identified.
- Consideration of the Governor's Council on Education Reform and Funding Professional Development Subgroup recommendations.
- Alternatives to the master's degree
- Endorsements
- Continuing education related to certification
- Internships

The recommendations from the PEAC subcommittee should include:

- Process for implementation
- Estimated costs of implementation

Next Meeting

The next meeting of the Professional Development Group was scheduled for Tuesday, October 13, 1992, 1:00 p.m. to 4:00 p.m., in the SPI Brouillet Conference Room.

9/4/92
dm

APPENDIX C

PROFESSIONAL EDUCATION ADVISORY COMMITTEE

MEMBERSHIP LIST

ADVISORY COMMITTEE/TASK FORCE MEMBER INFORMATION

Name of Committee: **PROFESSIONAL EDUCATION ADVISORY COMMITTEE**

Purpose: To assist the Superintendent of Public Instruction and the State Board of Education in the development and implementation of professional education programs.

Date Formed: September 1976* Termination Date: Ongoing

Number of Members: 26 regular and 2 exofficio (State Board of Education)

OSPI Divison Responsible: Administrative Services

OSPI Staff Person Responsible: Theodore E. Andrews, Administrative Assistant, Professional Education and Certification

NAME & ADDRESS	OCCUPATION	GROUP REPRESENTED	TERM EXPIRATION DATE	DATE FIRST APPOINTED
Mr. Thomas Dooley P.O. Box 658 Olympia, WA 98507-0658 (206) 943-1600	Businessman	Assn. of Wash. Business	1995	1992
Ms. Patricia Blix McKnight Middle School 2600 NE 12th Street Renton, WA 98056 (206) 235-2266	Principal	Assn. of Wash. School Principals	1994	1991
Dr. Bev Kooi Division of Education Saint Martin's College Lacey, WA 98503 (206) 438-4333	Dean of Education	College/Univ. Prof. Education/ Private	1993	1990
Dr. Margit McGuire Chair, School of Educ. Seattle University Pigott 553 Broadway & Madison Seattle, WA 98122 (206) 281-2416	Dean of Education	College/Univ. Prof. Education/ Private	1994	1991

* Restructured; originally formed in 1949.

10/13/92

NAME & ADDRESS	OCCUPATION	GROUP REPRESENTED	TERM EXPIRATION DATE	DATE FIRST APPOINTED
Dr. Allen D. Glenn School of Education 201 Miller Hall, DQ-12 University of Washington Seattle, WA 98195 (206) 543-2100 SCAN 323-2100	Dean, Education	College/Univ. Prof. Education/ Public	1994	1991
Dr. William Katz College of Education and Human Development Eastern Wash. Univ. 128 Hargreaves Hall Mail Stop 186 Cheney, WA 99004 (509) 359-6200 SCAN 353-6200	Dean, Education	College/Univ. Prof. Education/ Public	1993	1984
Dr. Carol Merz, Dean School of Education University of Puget Sound 1500 N. Warner Tacoma, WA 98416 (206) 756-3377	Dean, Education	College/Univ. Prof. Education/ Public	1993	1990
Mr. Ronald Crossland State Board for Community College Education WEA Building, FF-11 319 7th Avenue Olympia, WA 98504 (206) 753-3674	Associate Director	Community Colleges	1993	1989
Ms. Joan Clair Director of Staff Dev. Puget Sound ESD 12320 80th Avenue S. Seattle, WA 98178 (206) 772-3636 SCAN 732-1011	Director	Educational Service Dist. Superintendents	1992	1991
Ms. Elaine Jones Policy Associate Academic Affairs Division Higher Education Coordinating Board 917 Lakeridge Way, GV-11 Olympia, WA 98504 (206) 586-4595	Staff	Higher Education Coordinating Board	1992	1991

NAME & ADDRESS	OCCUPATION	GROUP REPRESENTED	TERM EXPIRATION DATE	DATE FIRST APPOINTED
Mr. Bob Butts 209 J. L. O'Brian Bldg. Mail Stop AS-33 Olympia, WA 98504 (206) 786-7111	Analyst	Legislature/ House Educ. Committee	1994	1990
Mr. Larry Davis Senate Educ. Committee Mail Stop QW-11 Olympia, WA 98504 (206) 786-7420 SCAN 298-7420	Staff Member	Legislature/ Senate Education Committee	1993	1984
Mr. Harry Petersen 14200 Yelm Highway, S.E. Yelm, WA 98597 (206) 458-7750	Member	State Board of Education	1993	1984
Ms. Mary Schwerdtfeger 319 S. Park Drive Wapato, WA 98951 (509) 877-2991	Member	State Board of Education	1993	1991
Ms. Vickie Christopherson Student Wash. Educ. Assn. 10138 NE 64th #24 Kirkland, WA 98033	Student	Student Wash. Educ. Assn.	1992	1991
Dr. Sue Shannon North Thurston School District 305 College Street N.E. Lacey, WA 98506 (206) 493-9010	Asst. Supt., Planning & Construction	Wash. Assn. of School Admin.	1994	1990
Dr. Raymond Phillips Griffin School District 6530 33rd Avenue NW Olympia, WA 98502 (206) 866-2515	Supt.	Wash. Assn. of School Administrators	1994	1988
Ms. Teresa Hunter South 3006 Whipple Road Spokane, WA 99206 (509) 353-4476 (S) (509) 925-4615 (H)	Teacher	Washington Education Association	1994	1992
Dr. Rex Davis 2814 Fir Longview, WA 98632 (206) 425-9115 (H) (206) 577-2795 (S)	Teacher, Mint Valley Elementary	Washington Education Association	1994	1988

NAME & ADDRESS	OCCUPATION	GROUP REPRESENTED	TERM EXPIRATION DATE	DATE FIRST APPOINTED
Ms. Kathy Hirose 1313 12th Avenue, N.W. Puyallup, WA 98371 (206) 841-2734 (H) (206) 931-4880 (S)	Teacher	Washington Education Association	1994	1985
Ms. Jeanne Fischer 10026 Norwood Drive NE Tacoma, WA 98498 (206) 584-2261	E.S.A., Physical Therapist	Washington Educ. Staff Associates	1994	1991
Mrs. Mary Gerrish Holy Rosary 770 Aloho P. O. Box 206 Edmonds, WA 98020 (206) 778-3197 (S)	Principal	Wash. Fed. of Independent Schools	1994	1990
Ms. Loni Fay 2109 North 29th Tacoma, WA 98403	Teacher	Washington Fed. of Teachers	1993	1976
Mr. Neal Supplee, Manager Employee Dev./Human Resources Boeing Computer Services P.O. Box 24346, MS 7A-25 Seattle, WA 98124 (206) 965-7580 FAX (206) 965-7431	Member	Washington Roundtable	1994	1985
Lois Mach 15542 123rd Avenue S.E. Yelm, WA 98597 (206) 458-3335 (H)	Member	Wash. State PTA	1994	1991
Ms. Susan Trimingham 619 15th Street Bellingham, WA 98225 (206) 734-4462 (H)	First Vice President	Wash. State School Directors' Association	1994	1991
Mr. Tom Baker 7913 64th Street Ct. W. Tacoma, WA 98467 (206) 564-4606 (S)		*Assn. of Wash. School Prin.	1993	1992

* Appointed to serve as outcome-based standards members.

NAME & ADDRESS	OCCUPATION	GROUP REPRESENTED	TERM EXPIRATION DATE	DATE FIRST APPOINTED
Mr. Rich Boon Eastmont Sr. High 955 3rd St. NE East Wenatchee, WA 98802 (509) 884-6665 (S)		*Assn. of Wash. School Prin.	1993	1992
Ms. Barbara Pettinger Wright Renton School District 435 Main Ave. S. Renton, WA 98055 (206) 235-2350 (S)		*Wash. Assn. of School Personnel Admin.	1993	1992

* Appointed to serve as outcome-based standards members.